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ABSTRACT

This programmed workbook is designed for use with the introductory reader for the beginning audiolingual Latin course. The workbook allows the student to work without direct teacher aid, to work and review at his own speed, to correct answers immediately, and to pursue good independent study habits. Like the reader, the workbook is structured by "frames," each frame being a separate step in the learning process, and each requiring a written response. Each lesson in the workbook corresponds to one in the reader. For related materials, see FL 004 156-58, FL 004 160, and FL 004 163. (DD)

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# ADVENTURE IN LANGUAGE

*through*

# LATIN

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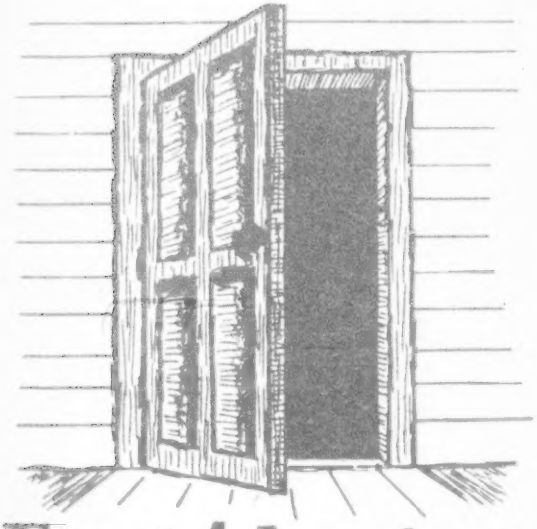

INTRODUCTION WORKBOOK

## *First Adventure:*

# OPENING THE DOOR

***RADIO—TV EDITION***

By Henry A. Gardocki, S. J.

FL004 159

NAME OF STUDENT _____

SCHOOL _____

ROOM _____

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ARTWORK by GENE SUCHMA

# LESSON I

PURPOSE

To be introduced to this PROGRAMED WORKBOOK.

DIRECTIONS

Read the following.

I.

This is a WORKBOOK which is designed to HELP YOU LEARN MORE ABOUT the LATIN YOU HAVE TAKEN in CLASS.

This WORKBOOK is designed for use with the "ADVENTURE IN LANGUAGE THROUGH LATIN" readers.

EACH UNIT of ADVENTURE IN LANGUAGE THROUGH LATIN has a WORKBOOK UNIT.

II.

THIS is a PROGRAMED workbook.

WHAT is a programed workbook?

A workbook that is PROGRAMED is a workbook that is designed in such a way that the student can do the workbook WITHOUT the DIRECT AID of the teacher.

This means that the STUDENT CAN do the following-

1. WORK at his or her OWN SPEED-
2. REVIEW at his or her LEISURE-
3. CORRECT his or her ANSWERS IMMEDIATELY-
4. DO the work AT HOME.
5. LEARN HOW TO STUDY ON-YOUR-OWN.

III.

HOW TO DO THE WORKBOOK-

1. ALWAYS READ any DIRECTIONS that are given.
2. If a PURPOSE or EXPLANATION is given, read these.
3. WATCH for the title: FRAME. Each FRAME is a separate STEP in learning. Take ONE FRAME at a time.
4. The LEARNING in each frame will require a WRITTEN RESPONSE from you.
5. AFTER you have written your response, check your answer with the one provided.

6. IF your response does NOT AGREE with the one provided, STOP for a moment to THINK HOW or WHY they differ.

7. OTHERWISE, if each response you make is correct, go to the next frame.

IV. DO EACH LESSON of the WORKBOOK AFTER the corresponding numbered lesson has been taken in class in the READER.

FINALLY, it is EASY to 'CHEAT' in this learning adventure you are pursuing.
BUT---you will find that 'cheating' is really NO ADVENTURE and NO FUN.

V. WHERE do you write your responses?

WHEREVER there is a solid line _____

or, a broken line - - - - -

or, a [ ] TO THE RIGHT of each [FRAME →]

WHERE will you find the EXPECTED RESPONSE against which you are TO CHECK your own response?

TO THE LEFT of each [FRAME →] there will be a [ ] with a number corresponding to each FRAME NUMBER. The EXPECTED RESPONSE will be there.

VI. FINALLY, you should have a card or piece of paper which you will slide down the sheets of the workbook so that the responses of each frame are COVERED until AFTER your own response for the frame is written.

NOW, GO TO [FRAME 1 →] on the next page.

FRAME 1

If a broken line of FIVE SEGMENTS appears in a frame where your WRITTEN RESPONSE is to be given, how MANY LETTERS would your written response be expected to contain?

RESPONSE ➡ ____

1. FIVE

FRAME 2

If a SOLID LINE appears, your WRITTEN RESPONSE would be expected to contain NO SPECIFIED NUMBER of

RESPONSE ➡ let

2. letters

FRAME 3

You are BEGINNING THE STUDY

of the _____ LANGUAGE.

3. Latin

FRAME 4

You became FAMILIAR with the SOUNDS of your NATIVE LANGUAGE long BEFORE you

KNEW the m_____g of the sounds.

4. meaning

FRAME 5

Language is a means of COMMUNICATION

between p_____s.

5. persons

FRAME 6

In order for SOUNDS to BECOME a language, they must be put into

DEFINITE p a t_____s.

6. patterns

FRAME 7

In learning Latin you will be going through SOMEWHAT the same process as you did

in learning your NATIVE L_____.

7. language

FRAME 8

The VOWEL SOUNDS of Latin are: a e i o u

In Latin there are ____ vowel sounds.

8. five

FRAME 9

During your class recitation you may have noticed that some vowel sounds took longer to pronounce than others. The reason for this difference is that each vowel sound in Latin is either LONG or SHORT. In writing, the LONG VOWEL SOUND is often signaled by a - over the vowel that is long. This written signal is called a MACRON, when used in LATIN.

EXAMPLE OF MACRON: silvā

9. GO to the next FRAME

FRAME 10

RE-WRITE the following vowels using a MACRON: a__e__i__o__u__

10.
ā ē ī ō ū

FRAME 11

In general, you will find very few long vowel sounds MARKED with a MACRON in the READER or the WORKBOOK.
HOWEVER, at the beginning of the reader, the vowels are marked with the macron to get you used to the difference in pronunciation.

11.
GO to the next FRAME

FRAME 12

Sometimes a macron will signal a DIFFERENCE in MEANING in a word from another word SPELLED the same. Or, the difference will be in USAGE.

EXAMPLES:
silva is different in USAGE from silvā.

mea is different in MEANING from meā.

12.
GO to the next FRAME

FRAME 13

THEREFORE, a Latin word WITH a macron will have a DIFFERENCE in USAGE or a difference in _____ from a word WITHOUT a MACRON.

13.
meaning

FRAME 14

These are the CONSONANT SOUNDS of Latin:

p t c b d g f v x z s m n r l h j

THEREFORE, the number of Latin Consonants is ALMOST the ____ AS in English.

14.
same

FRAME 15

LOOK at the written representations of the Latin Consonant sounds again (in Frame 14).

What LETTERS that represent Consonant sounds, which you know in English, DO NOT appear in this group?
(there are three) _ _ _

15.
w y k

FRAME 16 → In Latin writing, you will find the letter c RATHER THAN the letter k for this particular SOUND.

16. GO to the next FRAME

FRAME 17 → JUST AS IN ENGLISH, the c sound BEFORE u is WRITTEN qu.

17. GO to the next FRAME

FRAME 18 → RULE ONE: EVERY SYLLABLE in a Latin word MUST CONTAIN ONE and ONLY ___ VOWEL SOUND.

18. one

FRAME 19 → DIVIDE the following word into syllables:

puer ____-____

19. pu-er

FRAME 20 → RULE TWO: A SINGLE CONSONANT goes with the FOLLOWING VOWEL when a word is DIVIDED into syllables.

EXAMPLE: MA | TER

20. GO to the next FRAME

FRAME 21 → DIVIDE the following word into syllables:

habet [ ] [ ]

21. ha-bet

FRAME 22 → DIVIDE the following word into syllables:

animal [ ] [ ] [ ]

22. a-ni-mal

FRAME 23 → DIVIDE the following word into syllables:

memora [ ] [ ] [ ]

23. me-mo-ra

FRAME 24 → DIVIDE the following word into syllables:

ponere [ ] [ ] [ ]

24. po-ne-re

FRAME 25 → DIVIDE the following word into syllables:

onera [ ] [ ] [ ]

25. o-ne-ra

FRAME 26

RULE THREE: TWO or MORE consonants are divided after the FIRST consonant, when a word is divided into syllables.

EXAMPLE: POR | TA

26. GO to the next FRAME

FRAME 27

DIVIDE the following word into syllables:

mundus [ ][ ]

27. mun-dus

FRAME 28

DIVIDE the following word into syllables:

vacca [ ][ ]

28. vac-ca

FRAME 29

DIVIDE the following word into syllables:

arma [ ][ ]

29. ar-ma

FRAME 30

DIVIDE the following word into syllables:

esse [ ][ ]

30. es-se

FRAME 31

DIVIDE the following word into syllables:

mortis [ ][ ]

31. mor-tis

FRAME 32

RULE FOUR: If any of these sounds: p, t, k, b, d, g, or f IS FOLLOWED by r or l

BOTH consonants go with the following vowel.

EXAMPLE: PA | TREM

32. GO to the next FRAME

FRAME 33

DIVIDE the following word into syllables:

prope [ ][ ]

33. pro-pe

FRAME 34

DIVIDE the following word into syllables:

lacrima [ ][ ][ ]

34. la-cri-ma

FRAME 35

DIVIDE the following word into syllables:

gloria

35.
glo-ri-a

FRAME 36

DIVIDE the following word into syllables:

locuples

36.
lo-cu-ples

FRAME 37

RULE FIVE: The DIPHTHONG sounds are treated LIKE a single vowel, when a word is didided into syllables.

EXAMPLE: SIL | VAE

37.
GO to the next FRAME

FRAME 38

DIVIDE the following word into syllables:

autem

38.
au-tem

FRAME 39

DIVIDE the following word into syllables:

coepit

39.
coe-pit

FRAME 40

DIVIDE the following word into syllables:

aeternus

40.
ae-ter-nus

FRAME 41

DIVIDE the following word into syllables:

puellae

41.
pu-el-lae

FRAME 42

For students following the classical pronunciation.
DIVIDE the following word into syllables:

heia

42.
hei-a

FRAME 43

DIVIDE the following word into syllables:

huic

43.
huic

FRAME 44

DIVIDE the following word into syllables:

euoe

44.
eu-o-e



STOP! GO TO READER.

LESSON II

COMPOSITION
PANEL I

**PURPOSE** → Through the TECHNIQUE of COPYING, to LEARN the SPELLING of certain Latin words.

**DIRECTIONS** →
1. SOUND OUT the SYLLABLES given in the first column.
2. COMPOSE each Latin word as given in the second column. Compose by printing or writing in the box provided.

| | | |
|---|---|---|
| IN FANS | INFANS | |
| FI LI US | FILIUS | |
| FI LI A | FILIA | |
| FRA TER | FRATER | |
| SO ROR | SOROR | |
| PU ER | PUER | |
| PU EL LA | PUELLA | |
| VIR GO | VIRGO | |
| JU VE NIS | JUVENIS | |
| FE MI NA | FEMINA | |

COMPOSITIOI

PANEL II

**PURPOSE** → Through the TECHNIQUE of COPYING, to LEARN

The SPELLING of certain Latin words.

**DIRECTIONS** →

1. SOUND OUT the SYLLABLES or WORDS given in the first column.
2. COMPOSE each LATIN WORD as given, by writing or printing in the BOX provided.

| | | |
|---|---|---|
| MA TER | MATER | |
| PA TER | PATER | |
| VIR | VIR | |
| PO E TA | POETA | |
| SER VUS | SERVUS | |
| REX | REX | |
| RE GI NA | REGINA | |
| PATER ATQUE VIR | | |
| MATER ATQUE FEMINA | | |
| FRATER ET PUER | | |

**Frames 45-53**
**PURPOSE** → To become more aware of the RELATIONSHIP of the Latin words you have studied.

**DIRECTIONS** → WRITE or PRINT your answer in the BOX at the RIGHT.

45. frater

46. filius

47. puella

48. virgo

49. vir

50. mater

51. puella

52. virgo

53. femina

**FRAME 45** → In the SAME FAMILY-
MATER is to PATER,
AS
SOROR is to → [ ]

**FRAME 46** → In the SAME FAMILY-
MATER is to FILIA,
AS
PATER is to [ ]

**FRAME 47** → In the MARKET-PLACE-
VIR is to FEMINA
AS
PUER is to [ ]

**FRAME 48** → In the MARKET-PLACE-
PUER is to PUELLA,
AS
JUVENIS is to [ ]

**FRAME 49** → In the MARKET-PLACE-
POETA is to VIR,
AS
SERVUS is to [ ]

**FRAME 50** → In the HOME-
REX is to REGINA,
AS
PATER is to [ ]

**FRAME 51** → In the GROWING-UP PERIOD-
INFANS is to PUER,
AS
INFANS is to [ ]

**FRAME 52** → In the GROWING-UP PERIOD-
PUER is to JUVENIS,
AS
PUELLA is to [ ]

**FRAME 53** → In the GROWING-UP PERIOD-
JUVENIS is to VIR,
AS
VIRGO is to [ ]

Frames 54-62
PURPOSE

To begin to become AWARE of the FACT that there are English words that derive from the La tin words.

DIRECTIONS

Of the choices given, CHOOSE the word that BEST fits the idea discussed.

54. mater

55. ANY CHOICE of the three

56. pater

57. frater

58. vir

59. filius or filia

60. servus

61. juvenis

62. infans

FRAME 54

The ENGLISH WORD (circle your choice)

MATERNAL

is DERIVED from

MATER
PATER
FRATER

FRAME 55

Example of English USAGE- (circle choice)

Dorothy has a MATERNAL

FEELING
EYE
VIEW

FRAME 56

On the basis of word derivation- (write in box)

MATERNAL is to MATER,
AS
PATERNAL is to

FRAME 57

AND,

PATERNAL is to PATER,
AS
FRATERNAL is to

FRAME 58

AND,
FRATERNAL is to FRATER,
AS
VIRILE is to

FRAME 59

AND,

VIRILE is to VIR,
AS
FILIAL is to

FRAME 60

AND,

FILIAL is to FILIUS,
AS
SERVILE is to

FRAME 61

AND,

SERVILE is to SERVUS,
AS
JUVENILE is to

FRAME 62

AND,

JUVENILE is to JUVENIS,
AS
INFANTILE is to

Frames 63-71

PURPOSE

To begin to become AWARE of the PATTERNS BY WHICH NEW English words are FORMED from other BASIC ENGLISH WORDS.

DIRECTIONS

PRINT or WRITE your ANSWER in the BOX provided.

63. girl

64. brother

65. father

66. brotherly

67. motherly

68. brotherliness

69. motherliness

70. sisterless

71. fatherless

FRAME 63

The ENGLISH WORD BOYHOOD is to BOY, AS GIRLHOOD is to

FRAME 64

AND, SISTERHOOD is to SISTER, AS BROTHERHOOD is to

FRAME 65

AND, MOTHERHOOD is to MOTHER, AS FATHERHOOD is to

FRAME 66

AND, SISTER is to SISTERLY, AS BROTHER is to

FRAME 67

AND, FATHER is to FATHERLY, AS MOTHER is to

FRAME 68

AND, SISTER is to SISTERLINESS, AS BROTHER is to

FRAME 69

AND, FATHER is to FATHERLINESS, AS MOTHER is to

FRAME 70

AND, BROTHER is to BROTHERLESS, AS SISTER is to

FRAME 71

AND, MOTHER is to MOTHERLESS, AS FATHER is to



STOP! GO TO READER.

LESSON III

COMPOSITION PANEL III

PURPOSE

Through the TECHNIQUE of COPYING, to LEARN

The SPELLING of certain Latin words.

DIRECTIONS

1. SOUND OUT the SYLLABLES given in the first column.
2. COMPOSE each Latin word as given in the second solumn. Compose by printing or writing in the BOX provided.

| | | |
|---|---|---|
| GAL LUS | GALLUS | |
| POR CUS | PORCUS | |
| E QU US | EQUUS | |
| A SI NUS | ASINUS | |
| LU PUS | LUPUS | |
| CU NI CU LUS | CUNICULUS | |
| E LE PHAN TUS | ELEPHANTUS | |
| VAC CA | VACCA | |
| GAL LI NA | GALLINA | |
| BOS | BOS | |

COMPOSITION

PANEL IV

**PURPOSE** → Through the TECHNIQUE of COPYING, to LEARN the SPELLING of certain Latin words.

**DIRECTIONS** →

1. SOUND OUT the SYLLABLES given in the first column.
2. COMPOSE each Latin word as given in the second column. Compose by printing or writing in the BOX provided.

| | | | |
|---|---|---|---|
| CA | NIS | CANIS | |
| A | VIS | AVIS | |
| PIS | CIS | PISCIS | |
| O | VIS | OVIS | |
| FE | LES | FELES | |
| MUS | | MUS | |
| AN | SER | ANSER | |
| A | NAS | ANAS | |
| LE | O | LEO | |
| TI | GER | TIGER | |

COMPOSITION

PANEL V

PURPOSE

Through the technique of copying, to become AWARE of the DIFFERENCE in SIGNALS used on SOME Latin words to designate the difference between the MALE and the FEMALE of the species. -US signals MALE, -A signals the FEMALE.

DIRECTIONS

1. SOUND OUT the words given in the first column.
2. COMPOSE each Latin word as given, by writing or printing in the BOX provided.

| | | | | | |
|---|---|---|---|---|---|
| ASINUS | AUT | ASINA | | | |
| PORCUS | AUT | PORCA | | | |
| EQUUS | AUT | EQUUA | | | |
| LUPUS | VEL | LUPA | | | |
| GALLUS | VEL | GALLINA | | | |
| CUNICULUS | VEL | CUNICULA | | | |
| ELEPHANTUS | ATQUE | ELEPHANTA | | | |
| SERVUS | ET | SERVA | | | |
| FILIUS | AN | FILIA | | | |
| AMERICANUS | AN | AMERICANA | | | |

Frames 72-80 → PURPOSE

To begin to become aware of the SUFFIX PATTERN

-INE

BY WHICH Latin words are brought into ENGLISH.

→ DIRECTIONS

PRINT or WRITE your ANSWER in the BOX provided.

MEANING of -INE (OF) EXAMPLE: CANINE; (of a dog).

72. canis

73. equus

74. feles

75. vacca

76. tigris

77. elephantus

78. mus

79. femina

80. ANY CHOICE of the three

→ FRAME 72 The ENGLISH WORD asinINE is to ASINUS, AS canINE is to

→ FRAME 73 AND, bovINE is to BOS, AS equINE is to

→ FRAME 74 AND, lupINE is to LUPUS, AS felINE is to

→ FRAME 75 AND, porcINE is to PORCUS, AS vaccINE is to

→ FRAME 76 AND, leonINE is to LEO, AS tigrINE is to

→ FRAME 77 AND, ovINE is to OVIS, AS elephantINE is to

→ FRAME 78 AND, piscINE is to PISCIS, AS murINE is to

→ FRAME 79 AND, anserINE is to ANSER, AS feminINE is to

→ FRAME 80 Example of English USAGE- John's grandfather had a LEONINE

(circle choice)

FACE
WALK
MANNER

Frames 81-89 → PURPOSE

To begin to LEARN the NAMES of the PATTERNS BY WHICH words are FORMED.

→ DIRECTIONS

PRINT or WRITE your ANSWER in the BOX provided.

FRAME 81 →

BY THIS TIME you are probably wondering: IS THERE ANY DIFFERENCE in DIVIDING A WORD into SYLLABLES and DIVIDING A WORD into the PATTERNS as done in Frames 63 to 71 and Frames 72 to 80.

81. GO to the next FRAME

FRAME 82 →

THE ANSWER to the question in Frame 81 IS [ ]

82. probably YES

FRAME 83 →

WHAT IS THE DIFFERENCE in these TWO TYPES of DIVISION of words?

FIRST: A word is divided into SYLLABLES ON THE BASIS of SOUND ONLY. PAT_____

83. patterns

FRAME 84 →

BUT: THE OTHER DIVISION of a word, (as in Frames 63 to 71 and 72 to 80), is BASED on PATTERNS which CONVEY MEAN___ .

84. meaning

FRAME 85 →

The PATTERNS in words which CONVEY MEANING are called the [STEM] of the word.

(Some English books call this the BASE.)

85. GO to the next FRAME

FRAME 86 →

The STEM of a word carries the BASIC M_____ of the WORD.

EXAMPLE: Lat., [CAN-] Eng., [DOG-]

86. meaning

FRAME 87 →

THEN, to the STEM can be added ANOTHER PATTERN which CARRIES MEANING.

EXAMPLE: [DOG-] [-LIKE]

87. GO to the next FRAME

FRAME 88 → In the WORD, DOG- -L ___

The PATTERN, -LIKE

is called a SUFFIX.

88. dog-like

FRAME 89 → In the WORD, CAN- -INE ,

The PATTERN, -I __

is called a SUFFIX.

89. -ine

FRAME 90 → A SUFFIX IS A SOUND PATTERN ADDED TO THE BACK PART OF A STEM OF A WORD AND CARRIES _____ .

90. meaning

FRAME 91 → The ENGLISH LANGUAGE of TODAY is VERY DIFFERENT FROM what it WAS 1500 YEARS AGO when the NAME of our language WAS ANGLO-SAXON. (Anglo-Saxon was GERMANIC)

91. GO tothe next FRAME

FRAME 92 → In the course of the PAST 1500 years, THOUSANDS of WORDS have been BORROWED FROM many languages and are NOW E_____ WORDS.

92. English

FRAME 93 → The GREATEST BORROWING of words INTO _____ has been FROM LATIN.

93. English

In fact, OVER 50% of today's English words have come from Latin.

FRAME 94 → FOR THIS REASON, a student, who knows the Latin words which have come into English, WILL KNOW the E_____ LANGUAGE BETTER and better.

94. English

FRAME 95 →

In many cases, we have words from Anglo-Saxon AND Latin which refer to the S _ M _ idea.

EXAMPLE: MOTHER

MATER

95. same

FRAME 96 →

Therefore, it will be very valuable for us to compare Anglo-Saxon and L _ _ _ _ words.

In this way, we will be always LEARNING MORE about the ENGLISH LANGUAGE.

96. Latin

FRAME 97 →

When we BORROW a Latin word and BRING it into English, we USUALLY take ONLY the STEM of the W _ _ _

97. word

FRAME 98 →

THEN, we USUALLY add a SUFFIX to this S _ _ _ . (Later we will see how PREFIXES are ADDED to a stem.)

98. stem

FRAME 99 →

The SUFFIXES that are added to the _ _ _ M of a BORROWED Latin word can be SUFFIXES that COME FROM Anglo-Saxon or Latin, or, sometimes, from some OTHER Foreign Language. For the present, we will use only Anglo-Saxon and Latin SUFFIXES.

99. stem

FRAME 100
NEXT PAGE

Frames 100-110 → PURPOSE

To begin to LEARN the OLD ENGLISH SUFFIX PATTERNS by which WORDS from ALL PERIODS of English development ARE MADE TO WORK as ENGLISH WORDS.

→ DIRECTIONS

WRITE or PRINT your ANSWER in the BOX provided.

→ FRAME 100

FIRST, we take the English NOUN [BOY]

THEN, we add the NOUN-MAKING ENGLISH SUFFIX [-HOOD] and we get [BOY-] [-HOOD]

100. GO to the next FRAME

→ FRAME 101

THUS,

BOY is to [BOY-] [-HOOD]

AS GIRL is to [ ] [ ]

101. girl-hood

→ FRAME 102

EXAMPLE OF USE:

Mr. Jones well remembers his [ ] [ ]

102. boy-hood

→ FRAME 103

Using the ADJECTIVE-MAKING suffix [-ISH]

BOY is to [BOY-] [-ISH]

AS GIRL is to [ ] [ ]

103. girl-ish

→ FRAME 104

EXAMPLE OF USE:

Joan still has a charming smile. [ ] [ ]

104. girl-ish

→ FRAME 105

ADD the ADVERB-MAKING suffix [-LY]

we have- BOYISH is to [BOY-] [-ISH-] [-LY]

AS GIRLISH is to [ ] [ ] [ ]

105. girl-ish-ly

106.
boy-ish-ly

FRAME 106 →

EXAMPLE OF USE:

Thomas [ ] [ ] [ ] chose baseball rather than the movie.

FRAME 107 →

OR, ADD the NOUN-MAKING suffix [-NESS]

to [BOY-] [-ISH-] and we have-

BOYISH is to [BOY-] [-ISH-] [-NESS]

AS
GIRLISH is to [ ] [ ] [ ]

107.
girl-ish-ness

FRAME 108 →

EXAMPLE OF USE:

His mother has a sweet [ ] [ ] [ ] about her.

108.
girl-ish-ness

FRAME 109 →

OR, ADD the NOUN-MAKING suffix [-ER]

to a VERB like [THINK] and we have-

THINK is to [THINK-] [-ER]

AS
WORK is to [ ] [ ]

109.
work-er

FRAME 110 →

EXAMPLE OF USE:

Though he may not appear so,

Fred is a constant [ ] [ ]

110.
Either-think-er or work-er



STOP! GO TO READER.

LESSON IV

COMPOSITION PANEL VI

**PURPOSE** → Through the TECHNIQUE of COPYING, to LEARN the SPELLING of certain Latin words.

**DIRECTIONS** →

1. SOUND OUT the SYLLABLES given in the first column.
2. COMPOSE each Latin word as given in the second column. Compose by printing or writing in the BOX provided.

| | | |
|---|---|---|
| AM PUL LA | AMPULLA | |
| CAM PA NU LA | CAMPANULA | |
| CAN DE LA | CANDELA | |
| CA SA | CASA | |
| E PIS TU LA | EPISTULA | |
| FE NES TRA | FENESTRA | |
| IN SU LA | INSULA | |
| JA NU A | JANUA | |
| LU CER NA | LUCERNA | |
| MEN SA | MENSA | |

COMPOSITION

PANEL VII

**PURPOSE** → Through the TECHNIQUE of COPYING, to LEARN the SPELLING of certain Latin words.

**DIRECTIONS** →

1. SOUND OUT the SYLLABLES given in the first column.
2. COMPOSE each Latin word as given in the second column. Compose by printing or writing in the BOX provided.

| | | |
|---|---|---|
| PE CU NI A | PECUNIA | |
| PIC TU RA | PICTURA | |
| POR TA | PORTA | |
| SA GIT TA | SAGITTA | |
| SIL VA | SILVA | |
| CAR RUS | CARRUS | |
| CUR RUS | CURRUS | |
| GLA DI US | GLADIUS | |
| LEC TUS | LECTUS | |
| MUN DUS | MUNDUS | |

COMPOSITION
PANEL VIII

**PURPOSE** → Through the TECHNIQUE of COPYING, to LEARN the SPELLING of certain Latin words.

**DIRECTIONS** →

1. SOUND OUT the SYLLABLES given in the first column.
2. COMPOSE each Latin word as given in the second column. Compose by printing or writing in the BOX provided.

| | | |
|---|---|---|
| STI LUS | STILUS | |
| UR SUS | URSUS | |
| LI BER | LIBER | |
| CAL CE A MEN TUM | CALCEAMEN-TUM | |
| MO NU MEN TUM | MONUMENTUM | |
| SCU TUM | SCUTUM | |
| SIG NUM | SIGNUM | |
| AR BOR | ARBOR | |
| COL LIS | COLLIS | |
| FONS | FONS | |

COMPOSITION
PANEL IX

**PURPOSE** → Through the TECHNIQUE of COPYING, to LEARN the SPELLING of certain Latin words.

**DIRECTIONS** →
1. SOUND OUT the SYLLABLES or WORDS given in the first column.
2. COMPOSE each LATIN WORD as given, by writing or printing in the BOX provided.

| | | | |
|---|---|---|---|
| IG NIS | | IGNIS | |
| MONS | | MONS | |
| NA VIS | | NAVIS | |
| PONS | | PONS | |
| SOL | | SOL | |
| TUR RIS | | TURRIS | |
| VUL NUS | | VULNUS | |
| PUER | EST | PERSONA | |
| ARBOR | EST | RES | |
| PORCUS | EST | ANIMAL | |

Frames 111-118 → PURPOSE

To begin to put your knowledge of English SUFFIXES TO WORK.

NOTE: A few new suffixes will be added.

→ DIRECTIONS

Of the CHOICES given, CHOOSE the SUFFIX that correctly makes the NOUN, ADJECTIVE, or ADVERB called for by the meaning of the sentence. (READ the CODE)

CODE:

I. NOUN-MAKING SUFFIXES: → -ER, -NESS, -SHIP

II. ADJECTIVE-MAKING SUFFIXES: → -ISH, -EN, -FUL

III. ADVERB-MAKING SUFFIXES: → -LY, -WARD

111. -er, -ship

112. -ful, -ly

113. -ish, -ness

114. -en, -ful

115. -er, -ly

116. -ward, -ness

117. -ful, -ness

118. -er, -ful

→ FRAME 111

Mr. Jones is the own [ ] of this house.

And, he does enjoy his owner [ ].

→ FRAME 112

John is now great [ ] for his education.

Daily, he thanks his parents greatful [ ].

→ FRAME 113

Tom is a bit imp [ ] these days.

He has a bit of his brother's impish [ ].

→ FRAME 114

This is a braz [ ] way to act.

Can't you be a bit more respect [ ] ?

→ FRAME 115

This man is the biggest produc [ ] of cattle in the state.

He is present [ ] touring Europe for new ideas.

→ FRAME 116

Tim can walk back [ ] almost as well as you.

He possesses a certain sure [ ] too.

→ FRAME 117

Mine is a pain [ ] decision to make.

There is question of the truthful [ ] of Tony's statement.

→ FRAME 118

This boy is an outstanding play [ ].

His life will be most event [ ].



STOP! GO TO READER

LESSON V

COMPOSITION

PANEL X

**PURPOSE**

Through the technique of COPYING, to BECOME AWARE of the TWO SIGNALS that make up a LATIN NOUN.

**DIRECTIONS**

1. SOUND OUT the WORDS as given, MAKING AN EFFORT to NOTICE the STEM SIGNAL and the CASE SIGNAL for each word.
2. COMPOSE each word by putting the PROPER SIGNAL in the BOXES provided.

| stem signal | case signal | stem signal | case signal | stem signal | case signal | stem signal | case signal |
|---|---|---|---|---|---|---|---|
| ASIN | A | | | PORT | A | | |
| ASIN | US | | | STIL | US | | |
| SIGN | UM | | | SCUT | UM | | |
| LUP | A | | | URS | A | | |
| LUP | US | | | URS | US | | |
| CAEL | UM | | | MONUMENT | UM | | |
| PORC | A | | | CANDEL | A | | |
| PORC | US | | | PECUNI | A | | |
| CALCEAMENT | UM | | | SAGITT | A | | |
| AMPULL | A | | | SILV | A | | |

Frames 119-126

PURPOSE

To see how ACCURATE your MASTERY of Latin words has become.

To BECOME AWARE of the SUBJECT and the PREDICATE of a SENTENCE.

DIRECTIONS

Of the CHOICES given, CHOOSE the Latin word that BEST describes the SUBJECT of each SENTENCE

(Circle your choice)

| | | SUBJECT | VERB | PREDICATE |
|---|---|---|---|---|
| 119. persona | FRAME 119 | SERVUS | EST | ANIMAL. PERSONA. RES. |
| 120. animal | FRAME 120 | FELES | EST | ANIMAL. PERSONA. RES. |
| 121. res | FRAME 121 | LIBER | EST | ANIMAL. PERSONA. RES. |
| 122. puella | FRAME 122 | MARIA | EST | PUER. PUELLA. REX. |
| 123. puer | FRAME 123 | MARCUS | EST | PUER. PUELLA. REGINA. |
| 124. vir | FRAME 124 | POETA | EST | MUS. TIGER. VIR. |
| 125. animal | FRAME 125 | LUPUS | EST | JUVENIS. ANIMAL. LUCERNA. |
| 126. res | FRAME 126 | SILVA | EST | INFANS. BOS. RES. |

Frames 127-134

PURPOSE

To add to your knowledge of ENGLISH SUFFIXES.

NOTE: A few new suffixes will be added.

DIRECTIONS

Of the CHOICES given, CHOOSE the SUFFIX that correctly makes the NOUN or ADJECTIVE called for by the meaning of the sentence.
(READ THE CODE)

CODE:

I. NOUN-MAKING SUFFIXES: -NESS, -DOM, -TH

II. ADJECTIVE-MAKING SUFFIXES: -EN, -Y, -SOME

127. -ness -en

128. -dom -some

129. -y -y

130. -en -th

131. -ness -y

132. -some -ness

133. -some -y

134. -dom -y

FRAME 127

The bright [ ] of the sun can be blinding.

The sun itself has a gold [ ] color.

FRAME 128

The king [ ] of the mythical king is far away.

I wonder if it is a lone [ ] place.

FRAME 129

My dog has a very bush [ ] tail.

Some dogs are not that luck [ ]

FRAME 130

The hunter's face was ash [ ] colored.

A grow [ ] of beard covered his face.

FRAME 131

The tall [ ] of the man impressed the native.

Yet, he carried a chill [ ] look.

FRAME 132

Where is that hand [ ] horse we saw yesterday?

His swift [ ] was also impressive.

FRAME 133

The traveler seemed a lone [ ] person.

He was headed for a hill [ ] area of the country.

FRAME 134

Can serf [ ] ever be revived?

Surely, it would be a stick [ ] business.



STOP! GO TO READER

LESSON VI

COMPOSITION

PANEL XI

**PURPOSE** → Through the TECHNIQUE of COPYING, to LEARN the SPELLING of certain Latin ACTION WORDS.

**DIRECTIONS** →

1. SOUND OUT the SYLLABLES given in the first column.
2. COMPOSE each Latin word as given in the second column. Compose by printing or writing in the BOX provided.

| | | |
|---|---|---|
| AM BU LAT | AMBULAT | |
| CUR RIT | CURRIT | |
| DOR MIT | DORMIT | |
| LE GIT | LEGIT | |
| NA TAT | NATAT | |
| RE CI TAT | RECITAT | |
| SCRI BIT | SCRIBIT | |
| SE DET | SEDET | |
| STAT | STAT | |

Frames 135-142

PURPOSE

To see how ACCURATE your MASTERY of the THREE DECLENSION SIGNALS is at this point.

DIRECTIONS

Of the CHOICES given, CHOOSE the CASE SIGNAL that properly belongs to each word-stem given here.

(READ THE CODE) Circle your choice.

CODE:

CASE SIGNAL:
FIRST DECLENSION:
FEMININE GENDER: -A

CASE SIGNAL:
SECOND DECLENSION:
MASCULINE GENDER: -US
NEUTER GENDER: -UM

| | | |
|---|---|---|
| 135. -a | FRAME 135 | PORT- -A -US -UM |
| 136. -us | FRAME 136 | MUND- -A -US -UM |
| 137. -um | FRAME 137 | SCUT- -A -US -UM |
| 138. -us | FRAME 138 | SERV- -A -US -UM |
| 139. -a | FRAME 139 | REGIN- -A -US -UM |
| 140. -a | FRAME 140 | FEMIN- -A -US -UM |
| 141. -us | FRAME 141 | LUP- -A -US -UM |
| 142. -um | FRAME 142 | SIGN- -A -US -UM |

Frames 143-150

PURPOSE

To see how ACCURATELY you can now IDENTIFY the ENGLISH SUFFIX PATTERNS you have learned thus far.

DIRECTIONS

WRITE or PRINT the ENGLISH SUFFIX PATTERN in the BOXES provided.

| | | |
|---|---|---|
| 143. -ish -ly | FRAME 143 | Terry entered the room with a sheepish grin. |
| | | Terry's mother looked expectantly at him. |
| 144. -ish -ward | FRAME 144 | "What boyish prank would Terry be engaged in now?" was the question in her mind. |
| | | By now Terry was moving backward. |
| 145. -er or -ly -ly | FRAME 145 | His mother quickly looked beyond the boy. |
| | | Behind Terry stood a dog. The dog looked friendly enough. |
| 146. -some -ness | FRAME 146 | In fact, he looked rather lonesome. |
| | | Now, she understood Terry's sheepishness. |
| 147. -ly -ful | FRAME 147 | "Where did you find that sickly looking dog?" |
| | | Terry answered in a mournful manner. |
| 148. -ly -ful | FRAME 148 | "I found him in the park. He looked so helplessly lost." |
| | | She looked at Terry in a thoughtful manner. |
| 149. -ship -ful | FRAME 149 | Encouraged, Terry spoke out: "He needs my friendship." |
| | | Terry now heard what warmed his doubtful heart. |
| 150. -some or -er -y | FRAME 150 | "You can keep the lonesome dog until we find the owner." |
| | | Terry's dog wagged his wavy tail in approval. |



STOP! GO TO READER.

LESSON VII

COMPOSITION
PANEL XII

**PURPOSE** → Through the technique of COPYING, to BECOME MORE AWARE of a Latin SENTENCE PATTERN.

**DIRECTIONS** →
1. SOUND OUT the words of EACH SENTENCE, MAKING AN EFFORT to give the same INTONATION PATTERN with your VOICE which you heard in class.
2. COMPOSE by putting each word of the sentence in the BOXES.

| | | | |
|---|---|---|---|
| 1. HIRCUS AMBULAT. | → | 1. | |
| 2. PISCIS NATAT. | | 2. | |
| 3. PATER SCRIBIT. | | 3. | |
| 4. EQUUS CURRIT. | | 4. | |
| 5. FRATER DORMIT. | | 5. | |
| 6. MENSA STAT. | | 6. | |
| 7. FEMINA LEGIT. | | 7. | |
| 8. GALLINA SEDET. | | 8. | |
| 9. JUVENIS RECITAT. | | 9. | |
| 10. EGO LABORO. | | 10. | |
| 11. AGRICOLA LABORAT. | | 11. | |

COMPOSITION

PANEL XIII

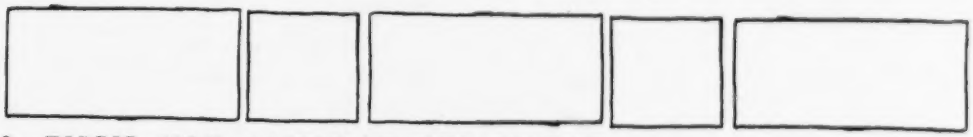
**PURPOSE**

Through the technique of COPYING, to BECOME MORE AWARE of the USE of the various CONJUNCTIONS that you have learned so far in your reader.

**DIRECTIONS**

1. SOUND OUT the words of each sentence, MAKING AN EFFORT to give the same INTONATION PATTERN with your VOICE which you heard in class. STRESS the conjunctions.
2. COMPOSE by putting each word of the sentences in the BOXES.

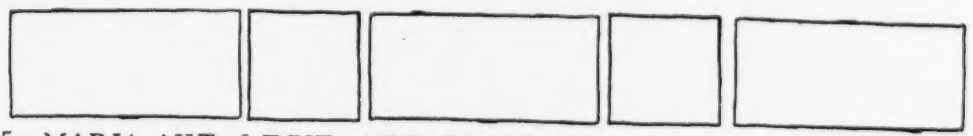
1. ANIMAL VEL AMBULAT VEL CURRIT.



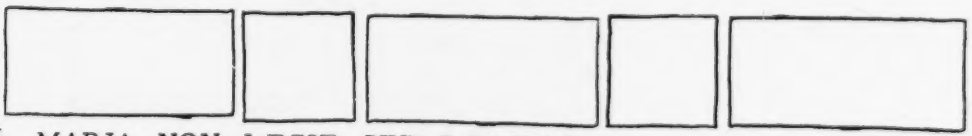
2. PISCIS NON AMBULAT SED NATAT.

3. PATER AUT DORMIT AUT SEDET.

4. PATER NON DORMIT DED SEDET.

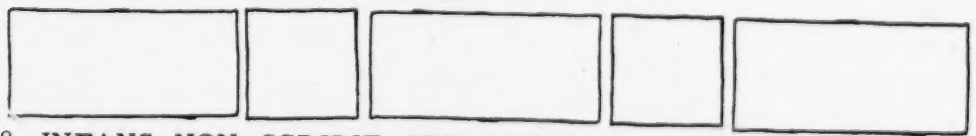


5. MARIA AUT LEGIT AUT RECITAT.

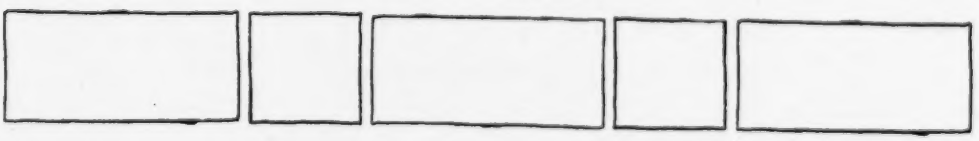


6. MARIA NON LEGIT SED RECITAT.

7. MARCUS VEL SCRIBIT VEL RECITAT.



8. INFANS NON SCRIBIT SED RECITAT.



COMPOSITION

PANEL XIV

**PURPOSE** → Through the technique of COPYING, to BECOME AWARE of the SIX PERSON SIGNALS for Latin VERBS.

**DIRECTIONS** →
1. SOUND OUT each VERB FORM, making an EFFORT to NOTICE the following SIGNALS: 1. STEM 2. CONJUGATION VOWEL 3. TENSE 4. and, especially the PERSON SIGNALS.
2. COMPOSE by putting each signal in the BOXES provided.
3. STUDY the CODE.

CODE:

| | | | ENGLISH COUNTERPART |
|---|---|---|---|
| First person singular: | -O/-M | → | I |
| Second person singular: | -S | → | YOU |
| Third person singular: | -T | → | HE, SHE, IT |
| First person plural: | -MUS | → | WE |
| Second person plural: | -TIS | → | YOU |
| Third person plural: | -NT | → | THEY |

EXAMPLE OF EXERCISE: →

AMBULAMUS

| STEM: | C.V. | T.S. | P.S. |
|---|---|---|---|
| AMBUL- | -A- | -Ø- | -MUS |

NOTE: The stress mark ' will help you find the syllable to be stressed.

NOTE: The symbol Ø stands for an empty class.

NOTE: The C.V. -A- is absorbed by the P.S. -O in Conjug. One.

NOTE: The C.V. in Conjug. Two is -E- .

1. RÉCITAS

2. PORTÁTIS

3. ÁMBULO

4. SEDÉO

5. VÍDES

6. VIDÉMUS

7. STÁNT

8. SEDÉMUS

9. NÁTAT

10. ÁMBULANT

11. LABÓRO

12. SEDÉTIS

Frames 151-158

PURPOSE

To begin to LEARN HOW Latin SUFFIX PATTERNS are used on Latin WORDS and how these words are made TO WORK as ENGLISH WORDS.

DIRECTIONS

WRITE or PRINT your ANSWER in the BOX provided.

READ the CODE.

SUFFIX PATTERNS from LATIN into ENGLISH:

CODE:

-AL
-AR
-ARY

I.
NOUN-MAKING SUFFIXES:

II.
ADJECTIVE-MAKING SUFFIXES:

-AL
-AR
-ARY

151.
GO to the next FRAME

FRAME 151

STEP ONE: TAKE a Latin NOUN like

PORTA

152.
stem

FRAME 152

STEP TWO: DROP the CASE SIGNAL -A

Now, you have the S_ _ _ of the noun.

153.
stem

FRAME 153

STEP THREE: ADD a SUFFIX like -AL

to the _ _ _ _ PORT-

AND, you have a NEW WORD: PORTAL

154.
portal

FRAME 154

EXAMPLE OF USE:

That house has a beautiful P _ _ _ _ L

155.
port

FRAME 155

OFTEN ENOUGH, ONLY the STEM is used to make an ENGLISH WORD.

There are two ships in the P _ _ T

156.
sol-ar
insul-ar

FRAME 156

SOL- is to [ ] -AR

AS

INSUL- is to [ ] -AR

157.
libr-ary
pecuni-ary

FRAME 157

LIBR- is to [ ] -ARY

AS

PECUNI- is to [ ] -ARY

158.
sign-al
nav-al

FRAME 158

SIGN- is to [ ] -AL

AS

NAV- is to [ ] -AL

Frames 159-167

PURPOSE

To begin to learn HOW LATIN-BASED WORDS are PUT TO USE as ENGLISH WORDS.

DIRECTIONS

Of the CHOICES given, CHOOSE the SUFFIX that correctly makes the NOUN or ADJECTIVE called for by the meaning of the sentence.

(CIRCLE YOUR CHOICE)

159. sol-AR

160. nav-AL

161. libr-ARY

162. person-AL

163. sign-AL

164. sign-AL

165. insul-AR

166. pecuni-ARY

167. monument-AL

FRAME 159 SOL [-AL -AR -ARY] heat reaches high temperatures.

FRAME 160 The young NAV [-AL -AR -ARY] officer stood at attention.

FRAME 161 Every school should have a LIBR [-AL -AR -ARY] .

FRAME 162 Today, Tommy made a PERSON [-AL -AR -ARY] visit to the museum.

FRAME 163 Did you see the SIGN [-AL -AR -ARY] at the corner?

FRAME 164 The Mayor's visit was a SIGN [-AL -AR -ARY] honor to our school.

FRAME 165 Some ideas are very INSUL [-AL -AR -ARY] .

FRAME 166 John obtained a PECUNI [-AL -AR -ARY] reward from his father.

FRAME 167 Space travel is a MONUMENT [-AL -AR -ARY] undertaking in our Century.

STOP! GO TO THE READER.

LESSON VIII

COMPOSITION
PANEL XV

**PURPOSE** → Through the technique of COPYING, to LEARN the USE of the Latin PREPOSITION **IN** .

**DIRECTIONS** →
1. SOUND OUT the words of each sentence, giving special NOTICE to the PREPOSITION as it shows the place IN which or ON which a thing is OR an action occurs.
2. COMPOSE by putting each word of the sentence in the BOXES provided.

| | | | |
|---|---|---|---|
| Lectus | IN | CASĀ | stat. |
| Pecunia | IN | MENSĀ | sedet. |
| Pictura | IN | LIBRŌ | est. |
| Turris | IN | COLLE | videtur. |
| Arbor | IN | MONTE | stat. |
| Animal | IN | SILVĀ | currit. |
| Quid | IN | SIGNŌ | sedet? |
| Quis | IN | EQUŌ | sedet? |

COMPOSITION

PANEL XVI

**PURPOSE**

Through the technique of COPYING, to become AWARE of the CONTRAST between the ABLATIVE CASE SIGNALS of DECLENSIONS ONE, TWO, and THREE.

**DIRECTIONS**

1. SOUND OUT the words of each PREPOSITIONAL PHRASE, giving special NOTICE to the ABLATIVE CASE SIGNAL of each of the THREE DECLENSIONS.
2. COMPOSE by putting each part of the prepositional phrase in the places provided.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. in mens- | -Ā | | | 9. in leon- | -E | | |
| 2. in lup- | -Ō | | | 10. in mur- | -E | | |
| 3. in nav- | -E | | | 11. in agricol- | -Ā | | |
| 4. in capit- | -E | | | 12. in curr- | -Ō | | |
| 5. in clav- | -E | | | 13. in infant- | -E | | |
| 6. in coron- | -Ā | | | 14. in virgin- | -E | | |
| 7. in monument- | -Ō | | | 15. in juvin- | -E | | |
| 8. in asin- | -Ō | | | 16. in cael- | -Ō | | |

Frames 168-176 → PURPOSE

To compose PREPOSITIONAL PHRASES by choosing the correct form of the Ablative CASE SIGNAL for each noun.

→ DIRECTIONS

Of the choices given, CIRCLE the ABLATIVE CASE SIGNAL which properly belongs to each noun.

NOTE: Macrons have been faded out here.

| | | | |
|---|---|---|---|
| 168. -A | → FRAME 168 | IN PICTUR | -A -O -E |
| 169. -A | → FRAME 169 | IN AMPULL | -A -O -E |
| 170. -O | → FRAME 170 | IN MUND | -A -O -E |
| 171. -O | → FRAME 171 | IN SIGN | -A -O -E |
| 172. -O | → FRAME 172 | IN MONUMENT | -A -O -E |
| 173. -E | → FRAME 173 | IN SOL | -A -O -E |
| 174. -E | → FRAME 174 | IN MONT | -A -O -E |
| 175. -E | → FRAME 175 | IN FONT | -A -O -E |
| 176. -A | → FRAME 176 | IN PERSON | -A -O -E |

Frames 177-195 → PURPOSE

To compose SENTENCES by choosing the correct form of the NOMINATIVE case signal for the SUBJECT, and the correct form of the ABLATIVE case signal for the noun that is the OBJECT of the PREPOSITION.

→ DIRECTIONS

Of the choices given, CIRCLE the NOMINATIVE case signal and the ABLATIVE case signal which properly belongs to each noun.

177. -A -A

178. -US -A

179. -UM -A

180. -Ø -E

181. -Ø -O

182. -US -A

183. -Ø -E

184. -Ø -O

185. -Ø -A

FRAME 177 PUELL [-A -US -UM -Ø] IN SELL [-A -O -E] SEDET.

FRAME 178 EQU [-A -US -UM -Ø] IN VI [-A -O -E] AMBULAT.

FRAME 179 SIGN [-A -US -UM -Ø] IN VI [-A -O -E] STAT.

FRAME 180 PATER [-A -US -UM -Ø] IN COLL [-A -O -E] STAT.

FRAME 181 MUS [-A -US -UM -Ø] IN LECT [-A -O -E] DORMIT.

FRAME 182 PORC [-A -US -UM] IN AQU [-A -O -E] NATAT.

FRAME 183 LEO [-A -US -UM -Ø] IN MONT [-A -O -E] CURRIT.

FRAME 184 SOL [-A -US -UM -Ø] IN CAEL [-A -O -E] EST.

FRAME 185 FRATER [-A -US -UM -Ø] IN FAMILI [-A -O -E] EST.

| | |
|---|---|
| 186. -A -E | FRAME 186 POET -A -US -UM -Ø IN COLL -A -O -E STAT. |
| 187. -US -A | FRAME 187 GALL -A -US -UM -Ø IN INSUL -A -O -E CURRIT. |
| 188. -Ø -O | FRAME 188 ANAS -A -US -UM -Ø IN SIGN -A -O -E SEDET. |
| 189. -US -E | FRAME 189 CARR -A -US -UM -Ø IN VI -A -O -E STAT. |
| 190. -UM -E | FRAME 190 MONUMENT -A -US -UM -Ø IN MONT -A -O -E STAT. |
| 191. -Ø -E | FRAME 191 AVIS -A -US -UM -Ø IN ARBOR -A -O -E SEDET. |
| 192q -US -A | FRAME 192 LUP -A -US -UM -Ø IN SILV -A -O -E AMBULAT. |
| 193. -A -A | FRAME 193 REGIN -A -US -UM -Ø IN SELL -A -O -E SEDET. |
| 194. -Ø -E | FRAME 194 MILES -A -US -UM -Ø IN TURR -A -O -E EST. |
| 195. -US -E | FRAME 195 REM -A -US -UM -Ø IN NAV -A -O -E VIDETUR. |

Frames 196-204

PURPOSE

To see how well you have learned the various CONJUNCTIONS that we have had so far in the Reader.

DIRECTIONS

Of the choices given, choose the CONJUNCTION that is called for by the CONTEXT of the sentence.
CIRCLE your CHOICE.

196. et

197. aut

198. vel

199. vel

200. vel

201. sed

202. an

203. vel

204. sed

FRAME 196 — ET MATER [ET AUT VEL] PATER IN CASA SUNT.

FRAME 197 — ANIMAL EST AUT EQUUS [AUT VEL SED] ASINUS.

FRAME 198 — PUER EST VEL FILIUS [AUT SED VEL] PUER.

FRAME 199 — VEL ANAS [AN VEL SED] ANSER IN AQUA NATAT.

FRAME 200 — EGO SUM VEL VIR [AUT VEL SED] POETA.

FRAME 201 — NON LEO [AN VEL SED] TIGER IN PICTURA VIDETUR.

FRAME 202 — ESTNE SOL [ET AN AUT] LUNA IN CAELO?

FRAME 203 — HIRCUS VEL IN COLLE [SED VEL ET] IN MONTE AMBULAT.

FRAME 204 — NON CANIS [VEL SED ET] LUPUS IN SILVA VIDETUR.

Frames 205-212 → PURPOSE

To EXPAND your knowledge of English SUFFIXES by adding several more SUFFIXES to your Workbook.

→ DIRECTIONS

Of the CHOICES given, choose the SUFFIX that correctly makes the NOUN, ADJECTIVE, or ADVERB called for by the meaning of the sentence.

(READ THE CODE)

CODE of SUFFIXES USED:

I. NOUN-MAKING SUFFIXES: -T

II. ADJECTIVE-MAKING SUFFIXES: -WARD -Y -LIKE -LY

III. ADVERB-MAKING SUFFIXES: -WARD

205. -like

206. -ward

207. -ly

208. -t

209. -ward

210. -t

211. -y

212. -ly

FRAME 205 The sculptor produced a very life [ ] statue.

FRAME 206 Does the sun seem to move in a west [ ] direction?

FRAME 207 Someone just told a like [ ] story.

FRAME 208 That building rises to a great heigh [ ].

FRAME 209 There is a gradual up [ ] trend in prices today.

FRAME 210 Can you give me his exact weigh [ ] ?

FRAME 211 This food has a cream [ ] taste.

FRAME 212 With a man [ ] grin, John joined the singing.



STOP! GO TO THE READER.

LESSON IX

COMPOSITION
PANEL XVII

**PURPOSE**

Through the TECHNIQUE of COPYING, to become AWARE of the GENDER PATTERN for ADJECTIVES. If the noun is MASCULINE GENDER, the ADJ. has -US; if the noun is FEMININE GENDER, the ADJ. has -A; if the noun is NEUTER GENDER, the ADJ. has -UM.

**DIRECTIONS**

1. SOUND OUT each word as you copy, paying special attention to the GENDER PATTERN of the ADJECTIVE.
2. COMPOSE each of the nouns and adjectives in the BOXES provided.

1. MAGNUS MILES

2. MAGNA NAVIS

3. MAGNUM BRACCHIUM

4. MAGNUS POETA

5. PARVUS LECTUS

6. PARVUM CAPUT

7. PARVUM VULNUS

8. MAGNUS CANIS

9. MAGNUM ANIMAL

10. PARVUM SCUTUM

11. PARVA MENSA

12. PARVUS GLADIUS

13. MAGNA CORONA

14. PARVA AQUA

15. PARVUS FILIUS

16. MAGNA PERSONA

COMPOSITION

PANEL XVIII

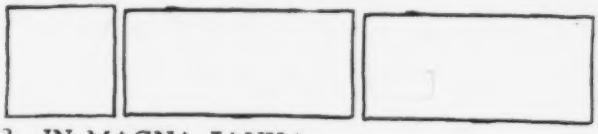
**PURPOSE** → Through the TECHNIQUE of COPYING, to begin to learn the ABLATIVE CASE pattern for ADJECTIVES.

CODE: FEMININE FORM: -A; MASCULINE & NEUTER FORM: -O

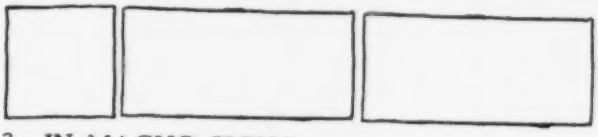
**DIRECTIONS** →

1. SOUND OUT each word of the prepositional phrases, paying a special ATTENTION to the ABLATIVE CASE FORMS of the ADJECTIVES.
2. COMPOSE each word of the prepositional phrase in the BOXES provided.

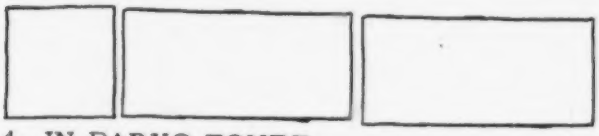
1. IN MAGNO LIBRO



2. IN MAGNA JANUA

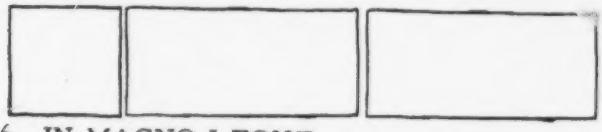


3. IN MAGNO SIGNO

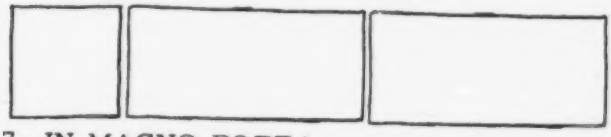


4. IN PARVO FONTE

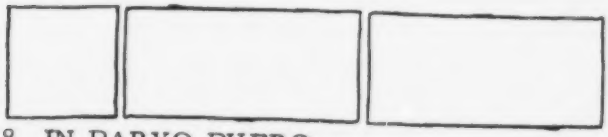
5. IN MAGNA ANATE



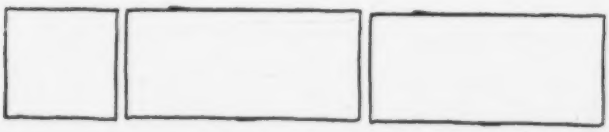
6. IN MAGNO LEONE



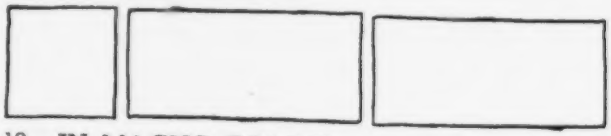
7. IN MAGNO POETA



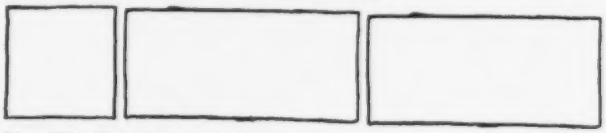
8. IN PARVO PUERO



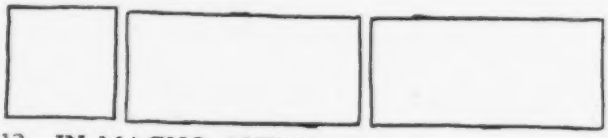
9. IN PARVA NAVE



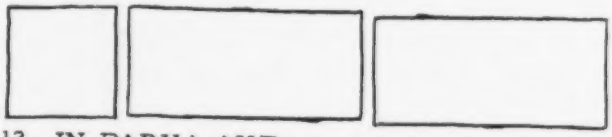
10. IN MAGNO COLLE



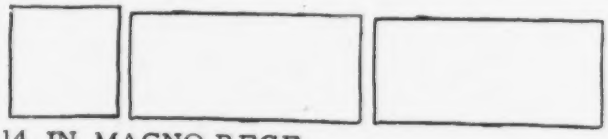
11. IN PARVO CANE



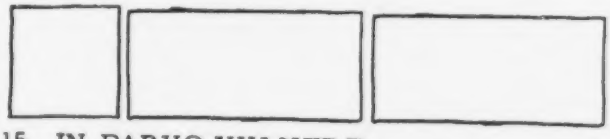
12. IN MAGNO ANIMALE



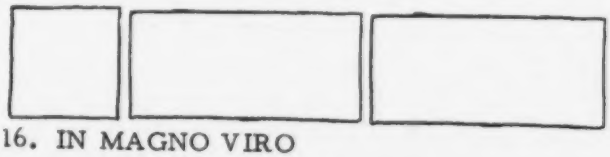
13. IN PARVA AVE



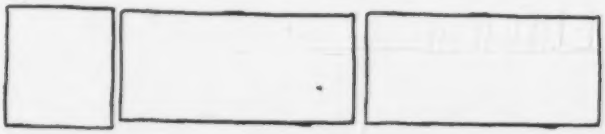
14. IN MAGNO REGE



15. IN PARVO VULNERE



16. IN MAGNO VIRO



Frames 213-241

PURPOSE

1. To begin to learn how a SENTENCE is formed.
2. To begin to learn some of the TECHNICAL TERMS that are used in connection with the making of SENTENCES.

DIRECTIONS

PRINT or WRITE your ANSWER in the BOX provided.

FRAME 213

A SENTENCE IS MADE UP OF TWO PARTS:

1. a SUBJECT
2. a PREDICATE

213. GO to the next FRAME

FRAME 214

EXAMPLE of SENTENCE:

| SUBJECT | PREDICATE |
|---|---|
| PUELLA | AMBULAT. |

214. GO to the next FRAME

FRAME 215

The SUBJECT of a SENTENCE is most OFTEN a N _ _ N

215. noun

FRAME 216

EXAMPLES of NOUNS:

| NOUNS |
|---|
| 1. PUELLA |
| 2. PUER |
| 3. TIGER |
| 4. NAVIS |

216. GO to the next FRAME

FRAME 217

The PREDICATE of a SENTENCE MUST HAVE at least A V _ _ B

217. verb

FRAME 218

EXAMPLES of VERBS:

| VERBS |
|---|
| 1. SUM |
| 2. EST |
| 3. CURRIT |
| 4. NATAT |

218. GO to the next FRAME

FRAME 219

IN A LATIN SENTENCE, the SUBJECT and the PREDICATE can have ANY POSITION.

NOTE: This is very different from English.

219. GO to the next FRAME

FRAME 220

EXAMPLE of POSITION in a Latin Sent.:

| PREDICATE | SUBJECT |
|---|---|
| LABORAT | AGRICOLA. |

220. GO to the next FRAME

FRAME 221

IDENTIFY the Subj. and Pred.:

| | |
|---|---|
| N _ T _ _ | P _ _ R . |

221. Pred.: natat
Subj.: Puer

FRAME 222 → Take the word: PUER. The word P _ _ _ is called a NOUN.

222. puer

FRAME 223 → Take the word: NATAT. The word N _ _ _ T is called a VERB.

223. natat

FRAME 224 → Put the NOUN and the VERB together:

PUER NATAT.

This is called a SENTENCE.

224. GO to the next FRAME

FRAME 225 → In a SENTENCE, the NOUN P _ _ _ is called the SUBJECT of the SENTENCE.

225. puer

FRAME 226 → AND, since a SENTENCE has ONLY two divisions:

1. s _ _ _ _ _ _ _ and 2. p _ _ _ _ _ _ _ _

226. 1. subject 2. predicate

FRAME 227 → the VERB N _ T _ _ is called the PREDICATE of the SENTENCE.

227. natat

FRAME 228 → Take this sentence: ANIMAL AMBULAT.

The noun A _ _ _ _ L is the SUBJECT of the SENTENCE.

228. animal

FRAME 229 → In the above sentence, the verb AMBULAT is the p _ _ _ _ _ a t e of the SENTENCE.

229. predicate

| SUBJECT | PREDICATE |
|---|---|
| 230. any noun you have learned | any intr. verb you have learned |

FRAME 230 → Compose a sentence here →

| SUBJECT | PREDICATE |
|---|---|
| | |

| SUBJECT | PREDICATE |
|---|---|
| 231. any noun you have learned | any intr. verb you have learned |

FRAME 231 → Compose a sentence here →

| SUBJECT | PREDICATE |
|---|---|
| | |

FRAME 232 → A sentence like this: PUER NATAT, [redacted] is called a SIMPLE S _ _ T _ _ _ _ .

232. sentence

FRAME 233 → A SIMPLE _ _ N _ _ _ _ _ MAY BE EXPANDED.

233. sentence

FRAME 234 → Look at this EXPAND _ _ SENTENCE:

PARVUS puer natat. [redacted]

234. expanded

FRAME 235 → The EXPANDING ELEMENT is PARVUS. [redacted]

PARVUS is called an ADJECTIVE. [redacted]

235. GO to the next FRAME

FRAME 236 → SO, an ADJECTIVE is a word used to expand a N _ _ N .

236. noun

FRAME 237 → Look at this EXPANDED sentence:

Puer PAULUS natat. [redacted]

237. GO to the next FRAME

FRAME 238 → The EXPANDING ELEMENT is _ _ _ _ _S .

The WORD Paulus is called a NOUN. [redacted]

238. Paulus

FRAME 239 → SO, a NOUN can be used to EXPAND ANOTHER N _ _ _ .

239. noun

FRAME 240 → In this sentence: MARIA puella ambulat, [redacted] the expanding element is the _ _ _ N

Maria. [redacted]

240. noun

FRAME 241 → In this sentence: PARVA puella ambulat, [redacted] the expanding element is the ADJ _ _ T _ _ _

parva. [redacted]

241. adjective

STOP! GO TO THE READER.

LESSON X

COMPOSITION

PANEL XIX

**PURPOSE** → Through the technique of COPYING, to BECOME FAMILIAR with the CONJUGATION VOWEL of each of the FOUR regular CONJUGATIONS of the VERB.

**DIRECTIONS** →
1. SOUND OUT each VERB FORM, making an EFFORT to NOTICE the CONJUGATION VOWEL especially.
2. COMPOSE by putting each signal in the BOXES provided.
3. STUDY the CODE. NOTE: Stress markes to help pronunciation.

CODE for CONJUGATION VOWELS of VERBS:

1. FIRST CONJUGATION: → A → (ALWAYS the same: long vowel)
2. SECOND CONJUGATION: → E → (ALWAYS the same: long vowel)
3. THIRD CONJUGATION: → E → (VARIES from E to I or U: short vowel)
4. FOURTH CONJUGATION → I → (ALWAYS the same: long vowel)

1. SÁLTANT

| STEM | C.V. | T.S. | P.S. |
|---|---|---|---|
| | | | |

2. MOVÉMUS

| | | | |
|---|---|---|---|
| | | | |

3. ÁGIS

| | | | |
|---|---|---|---|
| | | | |

4. SCÍO

| | | | |
|---|---|---|---|
| | | | |

5. SEDÉO

| | | | |
|---|---|---|---|
| | | | |

6. ÁGIT

| | | | |
|---|---|---|---|
| | | | |

7. VÓLITANT

| | | | |
|---|---|---|---|
| | | | |

8. RECITÁMUS

| | | | |
|---|---|---|---|
| | | | |

9. CÚRRUNT

| | | | |
|---|---|---|---|
| | | | |

10. VIDÉTIS

| | | | |
|---|---|---|---|
| | | | |

11. DÓRMIS

| | | | |
|---|---|---|---|
| | | | |

12. DÓRMIMUS

| | | | |
|---|---|---|---|
| | | | |

13. CÚRRO

| | | | |
|---|---|---|---|
| | | -Ø- | |

14. SCÍTIS

| | | | |
|---|---|---|---|
| | | | |

COMPOSITION

PANEL XX

**PURPOSE**

Through the TECHNIQUE of COPYING, to become more sure of the PREPOSITIONS which go with a noun in the ACCUSATIVE CASE.

**DIRECTIONS**

1. SOUND OUT the following PREPOSITIONAL PHRASES, paying special attention to the CASE of the NOUNS with each preposition.
2. COMPOSE by putting each part of the prepositional phrase in the box provided.

1. AD FONTEM
2. AD CASAM
3. AD TURREM
4. IN NAVEM
5. IN ASINUM
6. IN AQUAM
7. IN SORORE
8. IN PORCO
9. SUPER SOLEM
10. SUPER SIGNUM
11. SUPER IGNEM
12. SUB MONTEM
13. SUB BOVEM
14. SUB SOLEM
15. PROPE SILVAM
16. PROPE PORCUM

Frames 242-250

PURPOSE → To compose PREPOSITIONAL PHRASES by choosing the ACCUSATIVE case signal for each NOUN.

DIRECTIONS → Of the choices given, CIRCLE the ACCUSATIVE CASE SIGNAL for each of the following NOUNS. Read the CODE.

CODE: ALL ACC. CASE: Decl. 1 -AM, Decl. 2 -UM, Decl. 3 -EM

| | | | |
|---|---|---|---|
| 242. -am | FRAME 242 → | AD PORT | -AM -UM -EM |
| 243. -um | FRAME 243 → | SUPER MUND | -AM -UM -EM |
| 244. -um | FRAME 244 → | SUB SIGN | -AM -UM -EM |
| 245. -em | FRAME 245 → | IN IGN | -AM -UM -EM |
| 246. -em | FRAME 246 → | PROPE TURR | -AM -UM -EM |
| 247. -am | FRAME 247 → | IN AMPULL | -AM -UM -EM |
| 248. -um | FRAME 248 → | SUPER MONUMENT | -AM -UM -EM |
| 249. -em | FRAME 249 → | AD NAV | -AM -UM -EM |
| 250. -em | FRAME 250 → | SUB PONT | -AM -UM -EM |

Frames 251-259 → PURPOSE

To compose SENTENCES by choosing the correct form of the NOMINATIVE case signal for the SUBJECT, and the correct form of the ACCUSATIVE or ABLATIVE case signal for the noun that is the OBJECT of the preposition.

→ DIRECTIONS

Of the choices given, CIRCLE the NOMINATIVE case signal for the SUBJECT, and the ACCUSATIVE or ABLATIVE case signal for the object of the PREPOSITION.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 251. -Ø -um | → FRAME 251 | MUS | -A -US -UM -Ø | SUB LECT | -AM -UM -EM | CUR- | RIT. |
| 252. -us -am | → FRAME 252 | LUP | -A -US -UM -Ø | GALLIN | -AM -UM -EM | AMBUL- | AT. |
| 253. -us um | → FRAME 253 | CURR | -A -US -UM -Ø | PROPE SIGN | -AM -UM -EM | STAT. | |
| 254. -a -ā | → FRAME 254 | PECUNI | -A -US -UM -Ø | IN MENS | -A -O -E | EST. | |
| 255. -Ø -ā | → FRAME 255 | PATER | -A -US -UM -Ø | IN SILV | -A -O -E | LABORAT. | |
| 256. -a -em | → FRAME 256 | PUELL | -A -US -UM -Ø | AD MATR | -AM -UM -EM | CURRIT. | |
| 257. -Ø -ō | → FRAME 257 | MATER | -A -US -UM -Ø | CUM PUER | -A -O -E | AM- | BULAT. |
| 258. -us -o | → FRAME 258 | SERV | -A -US -UM -Ø | IN LECT | -A -O -E | DORMIT. | |
| 259. -a -am | → FRAME 259 | PICTUR | -A -US -UM -Ø | EST SUPER JANU | -AM -UM -EM | . | |

Frames 260-271

PURPOSE →

To begin to learn HOW TO DIAGRAM Latin sentences. To DIAGRAM is to chart out in a line drawing for scientific purposes.

→ DIRECTIONS

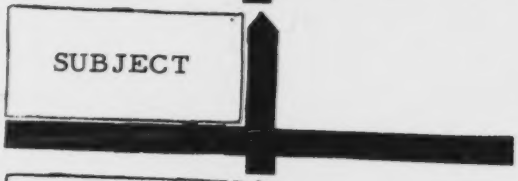
STUDY the CODE given in the FRAMES BELOW. NOTICE especially the position of the various elements of each DIAGRAM.

260. GO to the next FRAME

FRAME → 260 This DIAGRAM represents a SENTENCE.

261. GO to the next FRAME

FRAME → 261 POSITION FOR SUBJECT:

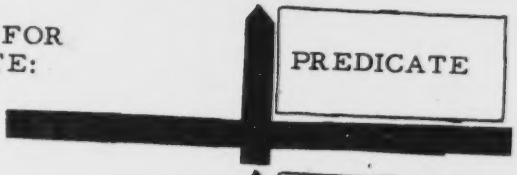



262. GO to the next FRAME

FRAME → 262 EXAMPLE OF SUBJECT:

263. GO to the next FRAME

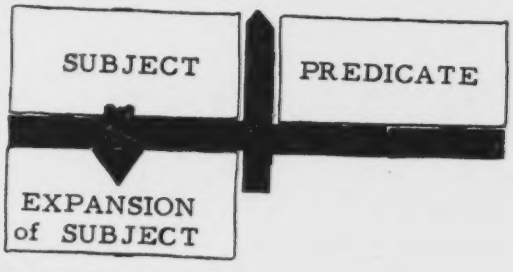
FRAME → 263 POSITION FOR PREDICATE:




264. GO to the next FRAME

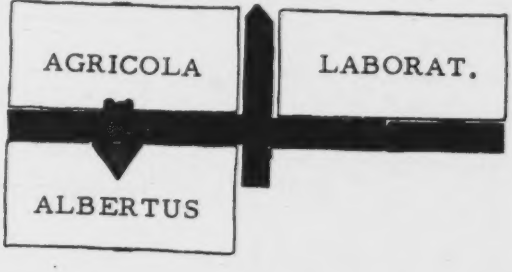
FRAME → 264 EXAMPLE OF PREDICATE:

FRAME → 265 POSITION for EXPANSION of SUBJECT:




265. GO to the next FRAME

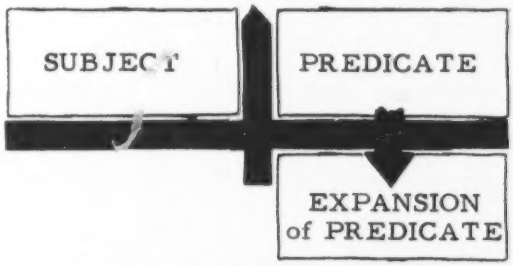
FRAME → 266 EXAMPLE OF EXPANDED SUBJECT: (the subject is expanded by a noun)




266. GO to the next FRAME

FRAME 267

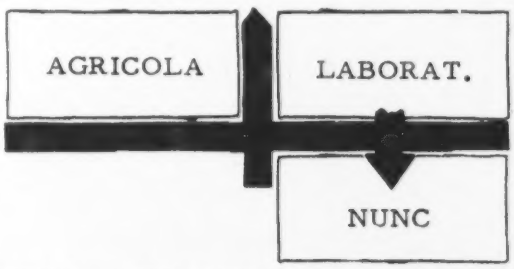
POSITION for EXPANSION of PREDICATE:




267. GO to the next FRAME

FRAME 268

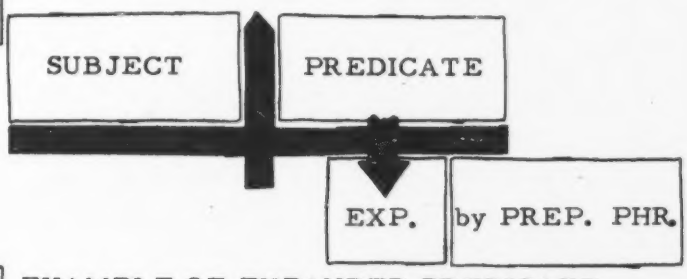
EXAMPLE OF EXPANDED PREDICATE:
(the VERB of the predicate is expanded) by an ADVERB.




268. GO to the next FRAME

FRAME 269

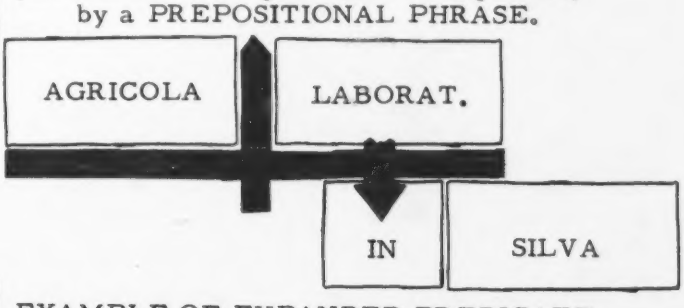
POSITION for EXPANSION of PREDICATE BY a PREPOSITIONAL PHRASE:




269. GO to the next FRAME

FRAME 270

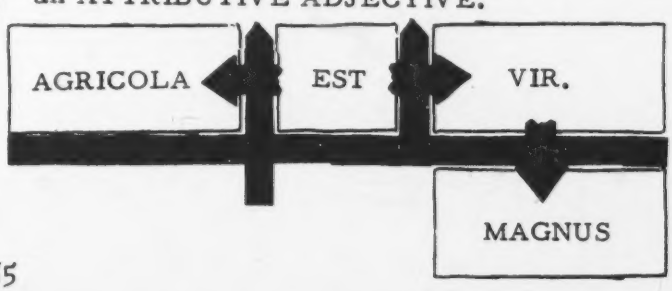
EXAMPLE OF EXPANDED PREDICATE:
(the VERB of the predicate is expanded) by a PREPOSITIONAL PHRASE.




270. GO to the next FRAME

FRAME 271

EXAMPLE OF EXPANDED PREDICATE:
( the PREDICATE NOUN is expanded by) an ATTRIBUTIVE ADJECTIVE.




271. GO to the next FRAME

Frames 272-290

PURPOSE

To begin to get PRACTICE in DIAGRAMMING some Latin sentences.

ALSO, to learn more about the elements that MAKE-UP a Latin sentence.

DIRECTIONS

At the TOP of each frame, you will find boxes with the TITLES for each element of a sentence. There will be ONE or MORE MODEL sentences in each set of boxes. You are to DIAGRAM each sentence .

272.

noun

FRAME 272

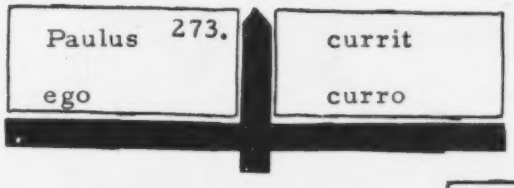
THE SUBJECT OF A SENTENCE MAY BE-

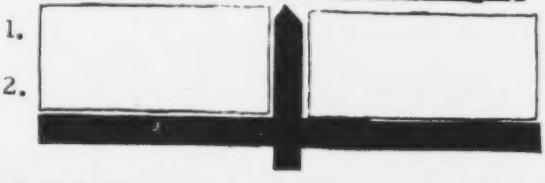
1. a [ ]
2. a PRONOUN

NOTE: a PRONOUN is a REPLACEMENT for a noun.

FRAME 273

| | SUBJECT | PREDICATE |
|---|---|---|
| 1. | PAULUS | CURRIT. |
| 2. | EGO | CURRO . |




274.

noun

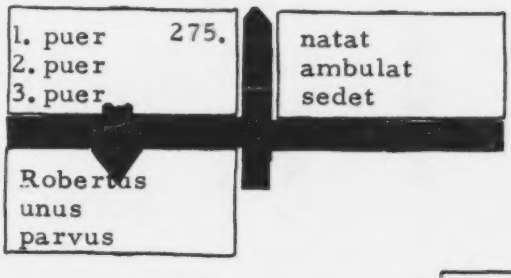
FRAME 274

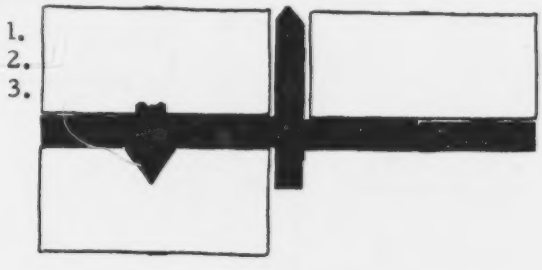
THE SUBJECT OF A SENTENCE MAY BE EXPANDED BY-

1. another → ___ N
2. a number
3. an adjective

FRAME 275

| EXP. of SUBJ. | SUBJECT | PREDICATE |
|---|---|---|
| 1. ROBERTUS,<br>2. UNUS<br>3. PARVUS | PUER<br>PUER<br>PUER | NATAT.<br>AMBULAT.<br>SEDET. |




FRAME 276

THE SUBJECT OF A SENTENCE MAY BE EXPANDED BY COMPOUNDING THE SUBJECT with the USE of -

1. a COORDINATING CONJ __ C ___ N

EXAMPLE of COMPOUND SUBJECT:

Puer ET puella---

276.

conjunction

277.
GO to the next FRAME

FRAME 277 →

Note: If the Subj. is COMPOUND, the verb is pl.

| SUBJECT | PREDICATE |
|---|---|
| Puer ET vir | Intr. Verb: AMBULANT. |

278.
GO to the next FRAME

FRAME 278 →

| SUBJECT | PREDICATE |
|---|---|
| Piscis ET anas | NATANT. |

279.
verb

FRAME 279 →

THE PREDICATE OF A SENTENCE MUST HAVE AT LEAST-

1. an INTRANSITIVE V _ _ B

280.
verbs

FRAME 280 →

NOTE: Most INTRANSITIVE _ _ R _ S take NO OBJECT.

281.
verb

FRAME 281 →

THE PREDICATE OF A SENTENCE MAY CONTAIN-

2. a TRANSITIVE _ E _ _

282.
case

FRAME 282 →

NOTE: Every TRANSITIVE VERB DOES take a DIRECT OBJECT.
The DIRECT OBJECT MUST be in the ACCUSATIVE C _ S _ .

FRAME 283 →

| SUBJECT | PREDICATE: Dir. Obj. | PREDICATE: Tr. Verb |
|---|---|---|
| PUER | VACCAM | VIDET. (sees) |

284.
verb

FRAME 284 →

THE PREDICATE OF A SENTENCE MAY CONTAIN-

3. a LINKING V _ _ _

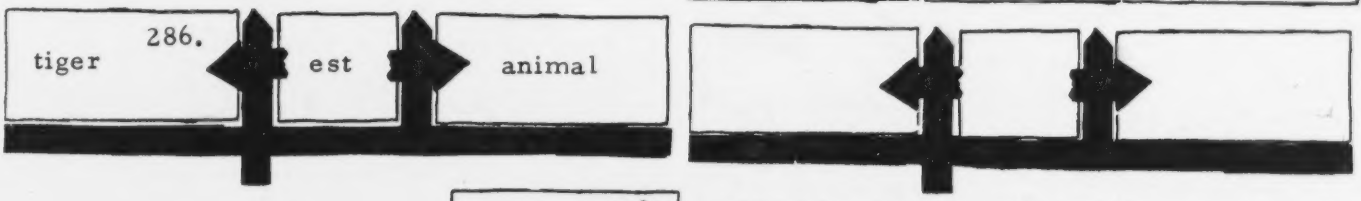
285.
1. noun
2. adjective

FRAME 285 →

Note: A LINKING VERB links the Subject to the
1. Predicate N _ _ N
or
2. Predicate ADJECT _ _ _

FRAME 286

| SUBJECT | PREDICATE | |
|---|---|---|
| | Linking Vb. | Pred. Noun |
| TIGER | EST | ANIMAL. |




FRAME 287

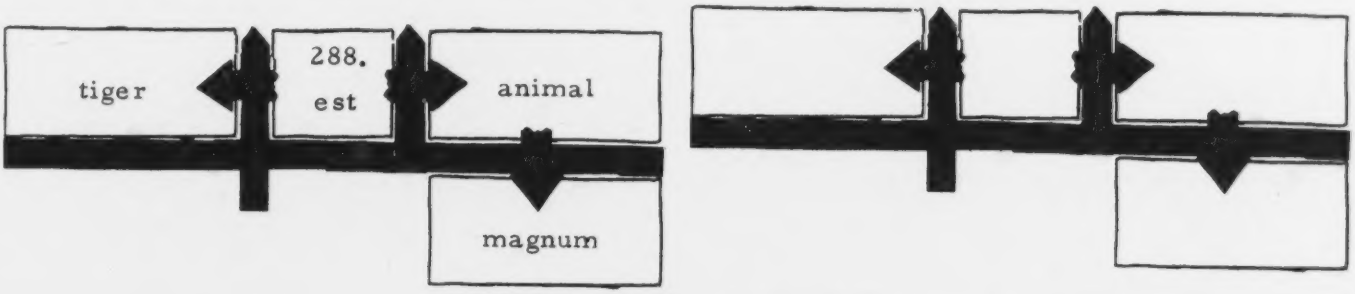
THE PREDICATE OF A SENTENCE CAN BE EXPANDED BY EXPANDING-

1. the PREDICATE ___ N
2. the PREDICATE ADJECT ___

287.
1. noun
2. adjective

FRAME 288

| SUBJECT | PREDICATE |
|---|---|
| Tiger | est MAGNUM animal. |




FRAME 289

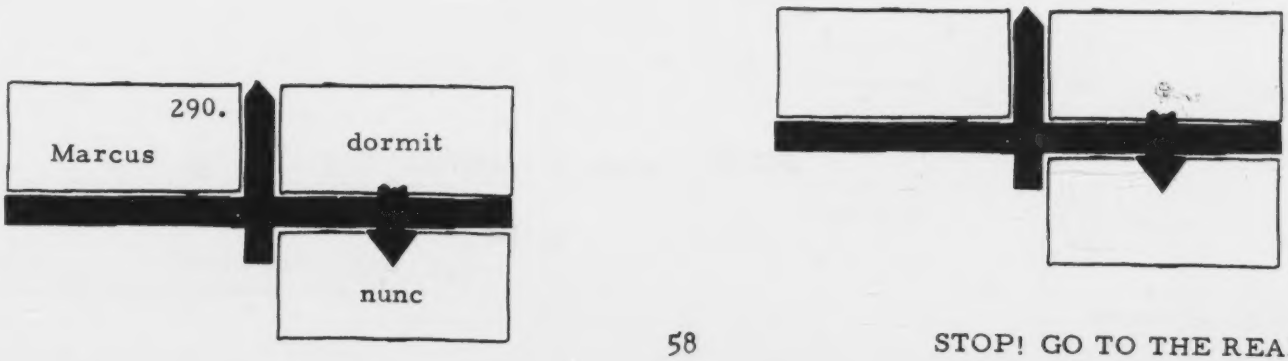
THE PREDICATE OF A SENTENCE MAY BE EXPANDED BY-

1. an ADVERB
2. a PREPOSITIONAL PHR ___

289.
phrase

FRAME 290

| SUBJECT | VERB | ADVERB |
|---|---|---|
| MARCUS | DORMIT | NUNC . |






STOP! GO TO THE READER.

LESSON XI

COMPOSITION

PANEL XXI

**PURPOSE** → Through the technique of COPYING, to COMPOSE SENTENCES which CONTAIN-

1. a TRANSITIVE VERB
2. a DIRECT OBJECT of the TRANSITIVE VERB

**DIRECTIONS** →

1. SOUND OUT the words of EACH sentence, making a special effort to NOTICE which verbs these are that take a DIRECT OBJECT.
2. COMPOSE each sentence by writing each word of the sentence in the BOX provided.

1. TIGER PUERUM TERRET.

2. MATER INFANTEM DEFENDIT.

3. AGRICOLA EQUUM DUCIT.

4. FELES MUREM TERRET.

5. POETA LUNAM SPE AT.

6. PUELLA EPISTULAM MONSTRAT.

7. SERVUS FENESTRAM SPECTAT.

8. SERPENS INFANTEM TERRET.

9. PATER VIAM MONSTRAT.

10. PUELLA AMPULLAM TRAHIT.

11. BOS AQUAM SPECTAT.

12. VIR ASINUM TRAHIT.

13. MATER PUERUM DUCIT.

14. JUVENIS SOROREM DEFENDIT.

15. INFANS LIBRUM TRAHIT.

16. NUNTIUS SIGNUM LEGIT.

COMPOSITION

PANEL XXII

**PURPOSE**

Through the technique of COPYING, to COMPOSE SENTENCES which CONTAIN-

1. a TRANSITIVE VERB
2. a DIRECT OBJECT of the TR. VB.

**DIRECTIONS**

1. SOUND OUT the words of EACH sentence, making an EFFORT to NOTICE especially the ACCUSATIVE CASE Signal on the noun that is the DIRECT OBJECT of the Tr. Vb.
   NOTE: the ACC. CASE Signal will be CAPITALIZED.
2. COMPOSE each sentence by writing each word in the box provided.

1. Agricola vaccAM spectat.

| SUBJECT | DIR. OBJECT | VERB |
|---|---|---|
| | | |

2. Miles gladiUM spectat.

| SUBJECT | DIR. OBJECT | VERB |
|---|---|---|
| | | |

3. Vir signUM spectat.

| SUBJECT | DIR. OBJECT | VERB |
|---|---|---|
| | | |

4. Servus arborEM spectat.

| SUBJECT | DIR. OBJECT | VERB |
|---|---|---|
| | | |

5. Dux exercitUM spectat.

| SUBJECT | DIR. OBJECT | VERB |
|---|---|---|
| | | |

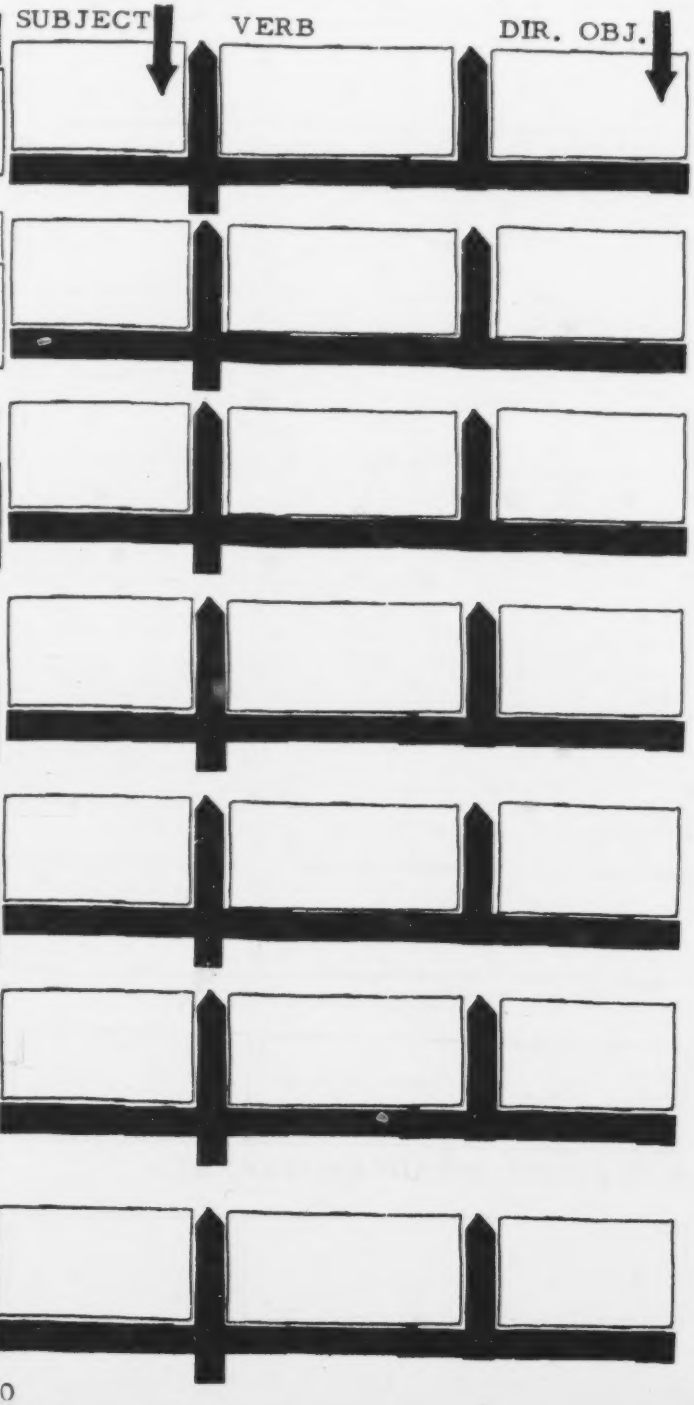
6. Femina rEM spectat.

| SUBJECT | DIR. OBJECT | VERB |
|---|---|---|
| | | |

7. Lupus ovEM spectat.

| SUBJECT | DIR. OBJECT | VERB |
|---|---|---|
| | | |

PLACES IN DIAGRAM FOR:



COMPOSITION

PANEL XXIII

PURPOSE

Through the technique of COPYING, to COMPOSE SENTENCES which CONTAIN-
EXPANDED DIRECT OBJECTS.

NOTE: Each Dir. Obj. will be expanded by a Noun or Adjective.

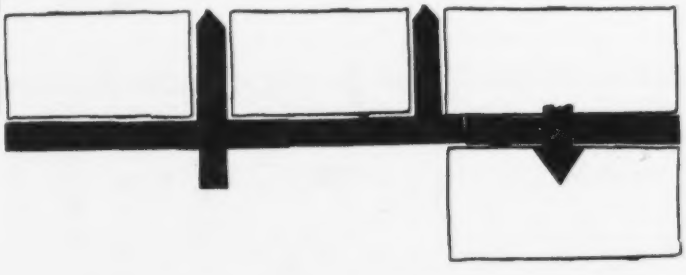
DIRECTIONS

1. SOUND OUT the words of EACH sentence, making an EFFORT to NOTICE especially the ACCUSATIVE CASE Signals.
2. COMPOSE each sentence by writing each word in the box provided.
3. DIAGRAM each sentence in the DIAGRAM at the right.

1. Hircus parvUM puerUM terret.

| SUBJECT | ADJ. | DIR. OBJ. |
|---|---|---|
| | | |

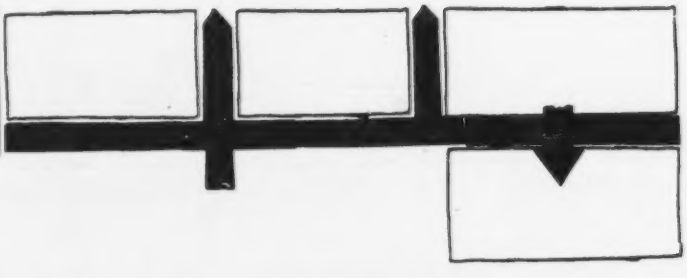
| VERB |
|---|
| |



2. Canis infantEM, MarcUM, defendit.

| SUBJECT | ADJ. | DIR. OBJ. |
|---|---|---|
| | | |

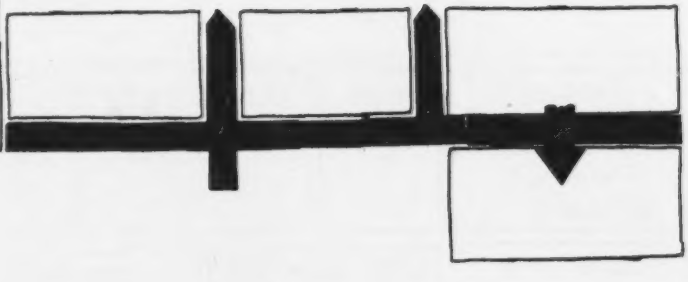
| VERB |
|---|
| |



3. Maria magnUM canEM ducit.

| SUBJECT | ADJ. | DIR. OBJ. |
|---|---|---|
| | | |

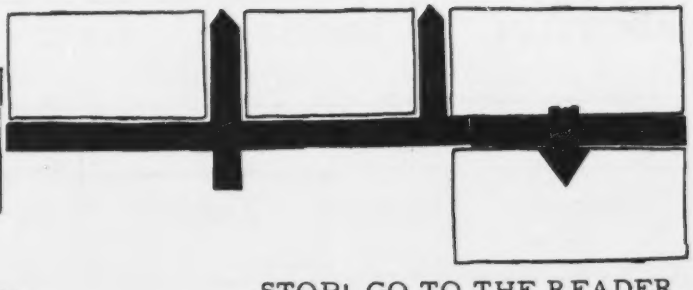
| VERB |
|---|
| |



4. Alfredus sororEM, MariAM defendit.

| SUBJECT | ADJ. | DIR. OBJ. |
|---|---|---|
| | | |

| VERB |
|---|
| |





STOP! GO TO THE READER.

# LESSON XII

COMPOSITION
PANEL XXIV

**PURPOSE**

Through the technique of COPYING, to COMPOSE a STORY in Latin. This story will contain any element of Latin that you have learned so far.

**DIRECTIONS**

1. SOUND OUT each word of the story as you compose.
2. COMPOSE by writing in the SAME BOX in which the words of the story are written.
3. NOTICE ESPECIALLY the TITLES on each box.

| SUBJECT | CONJUNCTION | SUBJECT | VERB | PRED. NOUN | CONJ. |
|---|---|---|---|---|---|
| MARCUS | ET | MARIA | SUNT | FRATER | ET |

| PRED. NOUN | SUBJECT | CONJ. | SUBJECT | PREP. | OBJ. of PREP. |
|---|---|---|---|---|---|
| SOROR. | PUER | ET | PUELLA | IN | CASA |

| VERB | SUBJECT | VERB | PRED. ADJ. | CONJ. | PRED. ADJ. |
|---|---|---|---|---|---|
| HABITANT. | CASA | EST | PARVA | SED | PULCHRA. |

| SUBJECT | VERB | PREP. | OBJ. of PREP. | SUBJECT | VERB |
|---|---|---|---|---|---|
| CASA | EST | PROPE | SILVAM. | MARCUS | EST |

| PRED. NOUN | SUBJECT | ADVERB | VERB | PRED. NOUN |
|---|---|---|---|---|
| DISCIPULUS. | MARIA | ETIAM | EST | DISCIPULA. |

| SUBJECT | PREP. | OBJ. of PREP. | VERB | PREP. | OBJ. of PREP. |
|---|---|---|---|---|---|
| (The subject is not expressed) | AD | SCHOLAM | AMBULANT. | IN | SCHOLA, |

| SUBJECT | DIR. OBJECT | VERB | PREP. | OBJ. of PREP. | SUBJECT |
|---|---|---|---|---|---|
| DISCIPULUS | LIBRUM | LEGIT. | IN | SCHOLA, | MARIA |

| DIR. OBJECT | ADV. | VERB | CONJ. | DIR. OBJECT | VERB |
|---|---|---|---|---|---|
| LIBRUM | ETIAM | LEGIT | ET | PICTURAM | SPECTAT. |

COMPOSITION

PANEL XXV

**PURPOSE**

Through the technique of COPYING, to COMPOSE a STORY in Latin. This story will contain any element of Latin that you have learned so far as well as the PLURAL FORMS of some nouns.

**DIRECTIONS**

1. CHECK the Appendix of your Reader for Numerals and Plurals.
2. SOUND OUT each word of the story as you compose.
3. COMPOSE by writing in the SAME BOX in which the words of the story are written.
4. NOTICE ESPECIALLY the PLURAL FORMS of the Nouns.

| SUBJECT | VERB | PRED. NOUN | CONJ.. | ADJECTIVE (Numeral) | DIR. OBJECT |
|---|---|---|---|---|---|
| VIR | EST | PATER | ET | DUOS | FILIOS |

| CONJ. | ADJECTIVE (Numeral) | DIR. OBJECT | VERB | ADJ. (Numeral) | SUBJECT |
|---|---|---|---|---|---|
| ATQUE | DUAS | FILIAS | HABET . | DUO | FILII |

| VERB | PRED. NOUN | CONJ. | PRED. NOUN | ADJECTIVE (Numeral) | SUBJECT |
|---|---|---|---|---|---|
| SUNT | ROBERTUS | ET | ALBERTUS . | DUAE | FILIAE |

| VERB | PRED. NOUN | CONJ. | PRED. NOUN | SUBJECT | DIR. OBJ. |
|---|---|---|---|---|---|
| SUNT | ROBERTA | ET | ALBERTA | PATER | FILIOS |

| CONJ. | DIR. OBJ. | VERB | SUBJECT | DIR. OBJ. | CONJ. |
|---|---|---|---|---|---|
| ET | FILIAS | AMAT . | MATER | FILIAS | ET |

| DIR. OBJ. | ADVERB | VERB | SUBJECT | CONJ. | SUBJECT |
|---|---|---|---|---|---|
| FILIOS | ETIAM | AMAT . | FILII | ET | FILIAE |

| DIR. OBJECT | CONJUNCTION | DIR. OBJ. | ADVERB | VERB | CONJ. |
|---|---|---|---|---|---|
| MATREM | ATQUE | PATREM | ETIAM | AMANT . | ET |

| SUBJECT | CONJ. | SUBJECT | DIR. OBJECT | ADVERB | VERB |
|---|---|---|---|---|---|
| PUELLAE | ET | PUERI | SCHOLAM | ETIAM | AMANT . |

COMPOSITION

PANEL XXVI

**PURPOSE**

Through the technique of COPYING, to COMPOSE ENGLISH WORDS based on the addition of ENGLISH SUFFIX PATTERNS which make NOUNS, ADJECTIVES, and ADVERBS.

NOTE: as you will see, not every suffix is usable every time.

**DIRECTIONS**

1. SOUND OUT each word, paying special attention to the KIND of SUFFIXES that make nouns, adjectives, and adverbs.
   NOTE: the SUFFIX PATTERN will be CAPITALIZED.
2. COMPOSE each word by writing it in the BOX provided.

| BASE WORD: | CONCRETE NOUN: | ADJECTIVE: | ADVERB: | ABSTRACT NOUN: |
|---|---|---|---|---|
| 1. TRUE | truTH | truthFUL | truthfulLY | truthfulNESS |
| 2. WEIGH | weighT | weightLESS | weightY | weightlessNESS |
| 3. THINK | thoughT | thoughtFUL | thoughtfulLY | thoughtfulNESS |
| 4. HIGH | heighT | heightWARD | heightwardLY | heightward-NESS |
| 5. SURE | can you find one? | can you find one? | sureLY | sureNESS |
| 6. LIKE | can you find one? | likeLY | likeLY | likeNESS |
| 7. BACK | can you find one? | backWARD | backWARD | backwardNESS |

GO TO READER UNIT I

## SCORES ON QUIZZES

| | POSSIBLE SCORE | ACTUAL SCORE |
|---|---|---|
| LESSON 1 | | |
| LESSON 2 | | |
| LESSON 3 | | |
| LESSON 4 | | |
| LESSON 5 | | |
| LESSON 6 | | |
| LESSON 7 | | |
| LESSON 8 | | |
| LESSON 9 | | |
| LESSON 10 | | |
| LESSON 11 | | |
| LESSON 12 | | |
| | TOTAL POSSIBLE_____ | TOTAL SCORE_____ |